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ABSTRACT

This junior high teaching unit, Inside the Law: A Link to Language Skills, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) tc provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit fcllows a typical format that includes the rationale, gcals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of fourteen instructional activities designed to acquaint students with careers in investigative work. In addition, activities are provided that allow the student to apply language skills to simulated investigative activities. (CE 025 760 is a unit introducing careers in public service. For junior high units on other career clusters see CE 025 738-765.) (LRA)

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in rewriting the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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Janet Wells
Career Education Resource Teacher

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

INSIDE THE LAW: A LINK TO LANGUAGE SKILLS

Public Service Occupations Career Cluster

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Public Service Occupations Career Cluster

INSIDE THE LAW: A LINK TO LANGUAGE SKILLS

RATIONALE

Careers in investigative work require skills in communication. After becoming acquainted with the abilities and training needed to become a member of a particular law enforcement agency, the student will apply language skills learned in the English classroom to simulated investigative activities.

GOALS

Through this unit students will:

- -Become familiar with the abilities and training needed in law enforcement positions.
- -Become familiar with the rewards of work in a law enforcement position.
- -Recognize the communication skills related to law enforcement activities.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

- -Demonstrate growth in recognizing job characteristics of law enforcement positions.
- -Develop powers of observation and memory.
- -Sort and condense material from reading to essential facts in acceptable written form.
- -Develop interviewing techniques.
- -Sort and condense material from listening, viewing, and notetaking to only essential facts in acceptable written form.
- -Communicate orally to others so that only essential facts are recorded in acceptable written form.
- -Fill in a form properly with necessary facts and information gathered from reading and investigating.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitablility for specific students and situations).

Film: MP 3495 Police Film (9-13)

COMMUNITY RESOURCES

-Contact the following agencies for outside speakers and/or field trips:

Police Department: Community Relations; 861-2823; Bakersfield.

California Highway Patrol Area Office: 4040 Pierce Road.; 325-5822; Bakersfield.

Federal Bureau of Investigation: 800 Truxtun; 323-9665; Bakersfield.

County Sheriff's Department: 1415 Truxtun Ave.; 327-3392; Bakersfield.

Explorer Scouts; Scout Headquarters; 2417 M Street; 325-9036; Bakersfield.

Public Service Occupations Career Cluster

INSIDE THE LAW

INSTRUCTIONAL ACTIVITIES

TO THE STUDENT:

Careers in investigative work require many skills in communication. After acquainting yourself with the abilities and training needed to be a member of a particular law enforcement agency, you will apply language skills learned in the English classroom to simulated investigative activities.

OBJECTIVES TO BE MET:

Demonstrate awareness of job opportunities in a law enforcement career.

..Show growth in pretest, post test period by showing gain in test score.

..Research a career choice in depth and write a report on the career.

..Develop your own career unit on one of the related jobs.

Demonstrate competency in English skills used by people in law enforcement jobs.

..Develop power of observation and memory.

*..Sort and condense material from reading to essential facts in acceptable written form.

..Develop interviewing techniques.

..Sort and condense material from listening, viewing, and notetaking to only essential facts in acceptable written form.

..Communicate orally to others so that only essential facts are recorded in acceptable written form.

*..Fill in a form properly with necessary facts and information gathered from reading investigating.

*(Using the unit INSIDE THE LAW, choose tasks to meet the starred objectives and at least two of the other objectives this quarter or as many as you and your teacher decide you might meet. Possible point total for each task is included with each task.)

CAREER AWARENESS ACTIVITIES:

* 1. Take the written pretest to find out how much you already know about careers in law enforcement agencies.

* 2. Careers in law enforcement occupations form an important part of the Public Service Occupations Cluster. Choose one of the following law enforcement careers:

Police Officer
Deputy Sheriff
Immigration Patrol Officer
Park Ranger
Harbor Patrol Officer
Airport Security Officer
F.B.I. Agent
California Highway Patrol Officer
Secret Service Agent
Security Officer for a Business, Department Store, School System, etc.

Using the materials available in your school's library or Career Center, find out more about opportunities available in that career. Include the following topics:

How much education is required for this job?
Is special training provided by this agency?
What kinds of physical qualifications must an applicant meet?
What is the outlook for hiring people in this job in the future?

Write a report about opportunities in this law enforcement field, using the information you have learned. **

3. Take the aptitude survey contained in this unit--you need not show your answers to anyone. In a class (or small group) discussion, consider what these questions have to do with being a law enforcement officer. What might your responses mean about the appropriateness of law enforcement as a career to you?

4. Ask your teacher if a guest speaker from a law enforcement agency might visit your class. You might want to ask about specific skills in communication and their use in that occupation.

** To The Teacher: You may wish to have some reports given orally, especially those about the police officer, the F.B.I. and the Highway Patrol.

LANGUAGE SKILLS ACTIVITIES

ACTIVITY 1

Language Objective: Sort and condense material to essential facts.

Possible Contract Points: from reading - 20

You are the agent interviewing some of the witnesses to an attempted bank robbery. After the interviews, condense your information to just the important facts in the case for your daily report. Read the three interviews that your teacher will provide and write a condensation of what you have learned about the crime.

ACTIVITY 2

Language Objective: Sort and condense material to essential facts from reading.

Possible Contract Points: 15

You are the agent who needs to condense for an "all points" bulletin the description of the suspect in an attempted robbery. From the materials provided by your teacher, read through the interviews of the witnesses to the robbery and develop a description of the suspect to send out to all police agencies. The description should be in brief telegraphic style with just the essential facts about the suspect.

ACTIVITY 3

Language Objectives: Develop interviewing techniques. Sort and condense material from listening, viewing, and notetaking, to only essential facts in acceptable written form.

Possible Contract Points: 20

Your teacher may provide you with the questions the agent asked during an interview of witnesses to a bank robbery. Have the teacher provide three other students with the copies of the interviews for the witnesses. You interview each of the three people and take notes during the interview. You may first want to plan an outline that you could fill in more easily as the witnesses answer your questions. You may want to vary the script and develop your own interviewing personality.

From this interview session, write out your report on the important facts in the crime.

ACTIVITY 4

Language Objectives: Sort and condense material from listening, viewing and notetaking to only essential facts in acceptable written form.

Possible Contract Points: 15

Four members of the class will simulate interviews between an agent and three witnesses to an attempted bank robbery. You as a class member listen carefully to the responses of those interviewed. Jot down notes as you listen. Write up your report from your notes. Before the interviews begin, you may first want to plan an outline of pertinent details for which to listen.

ACTIVITY 5

Language Objectives: Develop interviewing techniques. Sort and condense material from listening, viewing, and notetaking to only essential facts in acceptable written form.

Possible Contract Points: 30

Choose a friend or family member. Interview him/her about his/her activities the evening before or some other specified time. Through your interview, determine a time schedule of activities and the places where these activities took place.

Choose at least one other person who would have observed this person at least part of the same time period. Interview him/her about the activities and general state and appearance of the subject.

Compile the information gained from all of the people interviewed. Reduce it to the most vital and factual material and write a report on your subject and his/her activities.

ACTIVITY 6

Language Objectives: Develop powers of observation and memory. Communicate orally to others so that only essential facts are recorded in acceptable written form.

Possible Contract Points: 30

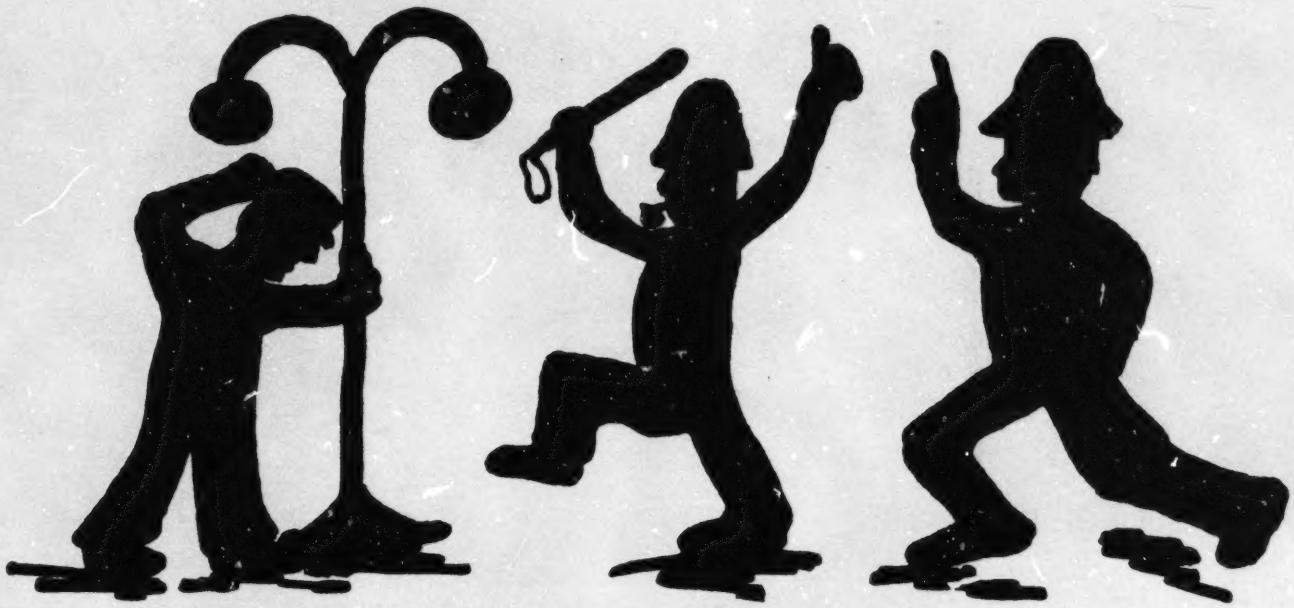
Pick out someone (teacher, student, neighbor, sister, counselor) that you can observe five minutes each day for three days. Each day note the specific time, day and place of your observation. Jot down notes of what the person is wearing, what he/she is doing, any change you notice, and other vital facts. Jot down notes each day for three days. After the third day of observation and by prearrangement with your teacher, dictate from your notes to someone who can take dictation. (Someone from your neighboring high school shorthand class might come.) You must compose sentences in logical order from your notes, so that the person taking dictation from you can write a good description of your three days of surveillance. Dictating from notes may not be an easy task, but try it. It can be interesting for you to see how well you can interpret your observations for someone else to write down so that a third party can understand. The activity will be good practice in taking dictation for your high school partner. If you can't work with a high school student, you might ask a school secretary to help, or you could try dictating to a student in class.

ACTIVITY 7

Language Objective: Develop powers of observation and memory.

Possible Contract Points: 5

Your teacher will give you a picture filled with action, entitled "How Many Details Can You Observe and Remember?" Look closely at all the details in the picture for two minutes. Turn the picture over and see how many details you remember. No fair peeking at the picture. If you get 100%, you're a Master Sleuth; 80% Super Sleuth; 60%, you might solve a crime; 40%, you'd better go back to the academy. To keep you honest, you might want to do this activity with a partner.



ACTIVITY 8

Language Objective: Develop powers of observation and memory.

Possible Contract Points: 5

Find magazine pictures that are filled with lots of activity. Paste the pictures on a sheet of paper. On the other side write at least six questions about details from the picture. Pick a partner who has created some picture puzzlers too and test each other's powers of observation. Can you stump him, or are the details from his pictures more difficult to observe and remember?

ACTIVITY 9

Language Objective: Sort and condense material from reading to essential facts in acceptable written form.

Possible Contract Points: 20

Available in this packet is a "Diagram of Accident" between a car (1) and a motorcycle (2). You are the traffic investigator. Study the diagram for a while and then write a report describing the accident from the facts given. Your written description should mention:

1. Name of the street for each vehicle
2. Direction each vehicle was traveling
3. Which traffic light each one had
4. The fact that each was turning
5. The fact that a collision occurred
6. The time and date
7. Possible witnesses

ACTIVITY 10

Language Objective: Develop powers of observation and memory.

Possible Contract Points: 5

Get a group of five people together in the class. Decide which of you will be the master detective. He/she goes out of the room while three of the other four people choose something that would distinguish each of them. For instance, if one is always sneezing, he/she might choose a handkerchief. Put the objects on a table. The fourth person who adds nothing will be the "guilty" person. The student who is the master detective should come back in and try to decide which of the four people is guilty by matching the evidence (objects) to the people. The one without evidence is the "guilty" party.

ACTIVITY 11

Language Objective: Sort and condense material from listening, viewing, and notetaking to only essential facts in acceptable written form.

Possible Contract Points: 20

Watch a segment of some television show which features a detective, police officer, or F.B.I. agent. (Columbo, Kojak, Streets of San Francisco, Police Story, etc.) Take notes of what the detective finds out through observation, interviewing, digging for information. Write up what would be his daily report on what he found and what his progress is in solving the case.

ACTIVITY 12

Language Objective: Fill in a form properly with necessary facts and information gathered from reading and investigating.

Possible Contract Points: 10

Jerry Adams, a twelve year old seventh grader at Scott Junior High School, lives at 607 Date Avenue. His phone number if 502-6468. Immediately after school on May 12, Jerry went into the 7-11 on the corner of Seventh Street and Sage Avenue. He had parked his bicycle in front unlocked. When he came out of the 7-11, his bicycle was gone, and no one was around. Jerry walked home and got there at 4:00. After learning of the theft, Jerry's mother called the police.

You are the investigating officer assigned to the case. Using the above information and your own bicycle or that of someone in the family for a bicycle description, properly fill in the "Stolen Bicycle Report" which will be provided.

ACTIVITY 13

Language Objectives: Develop interviewing techniques. Fill in a form properly with necessary facts and information gathered from reading and investigating.

Possible Contract Points: 10

No one likes to think of anyone close to him as among the missing persons, but to give you practice in gathering information and filling in a form with the appropriate facts, pretend that someone you know is missing and hasn't been seen for a day. Study the "Missing Person Report" which will be provided. You are the investigating officer. Fill in the report with the specific facts required.

ACTIVITY 14

Language Objective: Fill in a form properly with necessary facts and information gathered from reading and investigating.

Possible Contract Points: 15

At 5:30 p.m. last evening, Mr. and Mrs. Elmer Smith and their two children of 682 South Citron Street went out for dinner at their favorite restaurant, Consuelo's. Mrs. Smith, as always, was the last one out of the house after she had checked all windows and doors and locked the door as she left.

When the Smiths returned at 7:00 p.m., they found missing from their home their Zenith colored television, a G.E. digital clock radio, a Smith-Corona portable electric typewriter, and a cut glass punch bowl valued at $400.00.

The Smiths called the police and searched further until the police arrived. Mrs. Smith discovered a five pound canned ham and four T-bone steaks missing from the refrigerator. Mr. Smith found his antique musket gun valued at $150.00 missing from the family room. They also discovered that the back bathroom window was open and the slashed screen was on the ground. Mrs. Smith didn't remember having checked the window in that room to see if it was locked. Johnny remembered having opened it after showering.

You, the investigating officer, arrive on the scene. From the information given above and by researching prices in newspaper advertisements, fill out the "Crime Report" form supplied to you.

INSIDE THE LAW - APTITUDE SURVEY

1. Are you a high school graduate?
2. Are you physically fit in every way?
3. Do you have a police record other than a traffic ticket offense?
4. Do you have a strong loyalty to this country?
5. Do you have a hot temper?
6. Are you always a patient person?
7. Do you speak more than one language? If yes, how many?
8. Have you been in the past or are you now a member of any group that wishes to overthrow this country either by force or peaceful means?
9. Do you have any particular skills now such as photography or radio repair?
10. Are you able to keep a secret regardless of who wants to know it?
11. Are you on any type of narcotic drug at this time or have you ever taken any in the past that you are aware of?
12. Would you give away secrets of your country for the right amount of money?
13. Do you hate the way the political system of this country is set up?
14. Would you like to do painstaking investigative work?
15. Are you able to work long hours searching through files hoping to find a clue to a case without becoming impatient?
16. Would you love to carry a gun so as to be able to shoot criminals?
17. Would you love to be able to wear a badge to show people that you were an FBI agent?
18. Do you like clerical work?
19. If your supervisor asked you to work for 48 hours straight in order to help break a case would you be willing to do it for no extra pay?
20. Do you like to work with other people in a team effort?
21. Do you take criticism without getting mad at the critic?
22. Do you have a particular dislike for any person for either his race, creed, color or religion? If yes, specify.

INTERVIEWS: For use with language skills, Activities 1, 2, 3, 4.

CLOWN CONTEMPLATES CASH CAPER

On June 12, 19__ at 1:35 p.m., there was an attempted bank robbery at the Union National Bank, 435 Wood Avenue, Grand Rapids, Michigan. At the time, the bank was filled with long lines of customers, so the suspect fled without committing a robbery.

Following are the statements of some of the employees and witnesses. (The people are not real, but the facts are based on those of an actual crime.)

. . . . . .

MEG BROWN, THE BANK EMPLOYEE WHO SOUNDED THE ALARM

QUESTION: Where were you when you first noticed the subject?

ANSWER: I was in the first teller's position waiting for this little old lady to recognize that she could come ahead to be served.

QUESTION: Why did he catch your eye? Why did you think he was going to rob the bank?

ANSWER: First off, he caught my eye because he was dressed so funny. He looked like a ..... a clown. For a moment I thought he might be dressed that way for some promotion gimmick. You know, one of our new accounts pushes. Then when I saw a gun, he didn't look too clownish.

QUESTION: What kinds of things was he wearing?

ANSWER: Let's see - a long, scraggly red wig, big gloves and .....

QUESTION: What color gloves?

ANSWER: Green and they were rubber gloves, I think. You know, like over-sized kitchen gloves. I have a pair, but mine fit.

QUESTION: Anything else?

ANSWER: Well, the thing that most made him look like a clown was his face. He had real thick white paint like clowns wear.

QUESTION: Any other color?

ANSWER: No, I don't think so. Let's see, he did have a coat on.

QUESTION: What color? What kind?

ANSWER: Gee, I can't remember. Sorry. Things happened so fast.

QUESTION: What about the gun? Can you remember what it looked like?

ANSWER: Not really. Just that it seemed to have an awfully long barrel.

QUESTION: You tripped the silent alarm, didn't you?

ANSWER: Yes.

QUESTION: Do you remember the time?

ANSWER: About 1:30, I think. About in there.

QUESTION: Why do you suppose he didn't go ahead with the robbery?

ANSWER: We were so busy at that time. Pay day, social security checks, all sorts of things. He just looked kinda dumbfounded and left.

QUESTION: Anything else you can think of?

ANSWER: No, that's all.

. . . . . .

MRS. CECIL ALBRIGHT, 72 YEAR OLD WIDOW
WHO WAS WAITING TO BE SERVED BY MEG BROWN

QUESTION: Mrs. Albright, what .....

ANSWER: Hurry up, young man, I'm missing my bridge group. I'm happy to help, but this is an important game for us. Besides I can't wait to tell the girls what happened.

QUESTION: O.K. We'll make it just as brief as possible. Where were you when you first noticed the suspect?

ANSWER: Well, I was finally the first in line and the next one to be helped. I was trying to check the clock for the time again. I wanted to get to Abbie's.

QUESTION: Abbie's for bridge?

ANSWER: Yes, it was her turn. I had them last.

QUESTION: O.K. Fine. Where were you when you spotted him again?

ANSWER: First in the waiting line.

QUESTION: Did you happen to notice the time?

ANSWER: Yes, 1:35 exactly.

QUESTION: Are you certain?

MRS. CECIL ALBRIGHT INTERVIEW (continued)

ANSWER: Young man, of course, I am. I told you I was looking for the time.

QUESTION: Fine. Now tell me all you can about him.

ANSWER: Well, he looked like a clown with his painted face and red cheeks. Let's see, he had on a tan raincoat with a hood.

QUESTION: Was the hood up or down?

ANSWER: Down, definitely down, or I couldn't have seen that red, red wig. The messy kind like kids wear trick or treating on Halloween. Let's see, what else? Oh, he had on sun glasses. Brown. They really stood out against that white paint. Oh, yes - the raincoat was plastic.

QUESTION: Anything else you can remember about him?

ANSWER: No, that's about all.

QUESTION: Did he have a gun?

ANSWER: I don't know. I didn't know he was a robber 'til I got to Miss Brown's window, and she told me. I just noticed him because he was dressed so strangely.

QUESTION: Thanks for your time, Mrs. Albright. And good luck with your bridge. Oh, one more thing, did he have anything on his hands?

ANSWER: Not that I remember.

. . . . . .

JACK KOWALCZYK, A 50 YEAR OLD PLUMBER,
WHO WAS COMING IN THE DOOR AT THE TIME THE SUSPECT
WAS COMING TOWARD THE DOOR TO LEAVE

QUESTION: Where were you when you first spotted the suspect?

ANSWER: I was just coming through the door, and he was about four feet in front of me coming toward the door. I came in to cash my check while I was on my way to pick up a piece of pipe for a job I'm doing over on Grand. What a queer get-up that guy had on!

QUESTION: Please describe it.

ANSWER: First of all, his face - what I could see of it was painted white. You know, the way clowns do.

QUESTION: What do you mean by "what you could see of his face?"

ANSWER: For starters, he had on a false beard, one of those thin, long jobs, and a mustache. Oh yeah, dark glasses too.

JACK KOWALCZYK INTERVIEW (continued)

QUESTION: Anything else?

ANSWER: He had on a plastic raincoat. Brown. Some kind of gloves. Green. I noticed those when I spotted the gun.

QUESTION: What did it look like?

ANSWER: A long barreled silver one. I don't know much about guns, but it looked real enough.

QUESTION: Anything else you noticed? His height, weight? Could you say how old he was?

ANSWER: He was too disguised to say much about his age. He was about my height though - 5' 10". About medium build as far as I could tell with that raincoat and all.

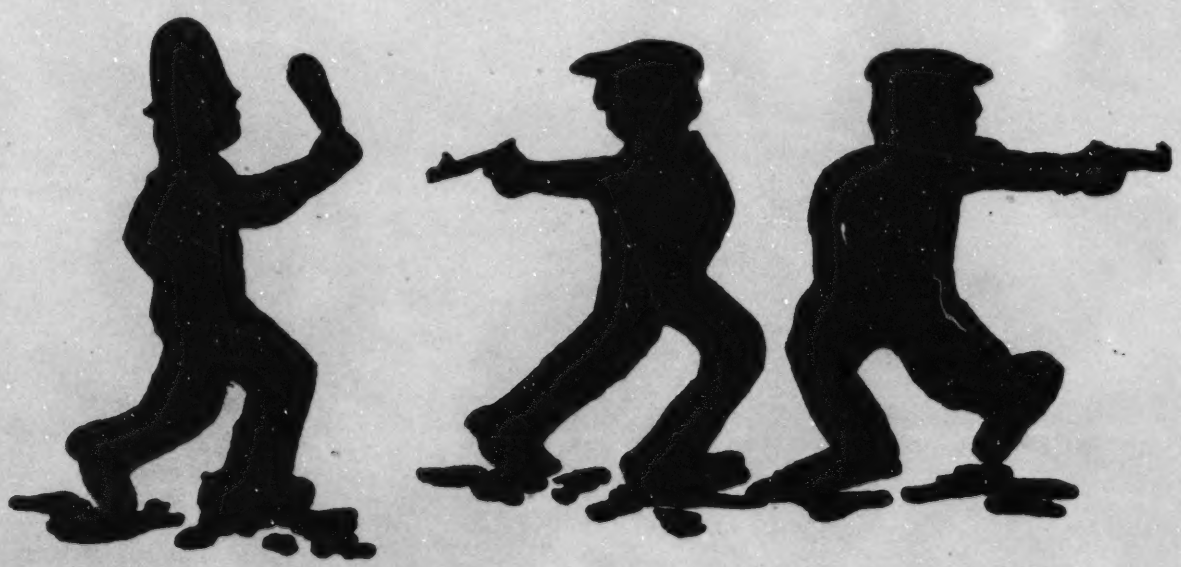
QUESTION: Did you see him after he left the bank?

ANSWER: No, he ran quick to the right. The police must have just arrived outside cause I heard the sirens and saw one run by the door in the direction the clown had gone.

QUESTION: Do you know what the time was?

ANSWER: Oh, about 1:30 or so.

QUESTION: O.K., that will be all. Thanks a lot. We may be in touch.



QUESTIONS FROM INTERVIEWS: For use with Activities 3 and 4.

DETECTIVE'S COPY

CLOWN CONTEMPLATES CASH CAPER

On June 12, 19__ at 1:35 p.m., there was an attempted bank robbery at the Union National Bank, 435 Wood Avenue, Grand Rapids, Michigan. At the time, the bank was filled with long lines of customers, so the suspect fled without committing a robbery.

Following are the questions asked by the detective who interviewed the employees and witnesses.

. . . . . .

MEG BROWN, THE BANK EMPLOYEE WHO SOUNDED THE ALARM

QUESTION: Where were you when you first noticed the suspect?

QUESTION: Why did he catch your eye? Why did you think he was going to rob the bank?

QUESTION: What kinds of things was he wearing?

QUESTION: What color gloves?

QUESTION: Anything else?

QUESTION: Any other color?

QUESTION: What color? What kind?

QUESTION: What about the gun? Can you remember what it looked like?

QUESTION: You tripped the alarm, didn't you?

QUESTION: Do you remember the time?

QUESTION: Why do you suppose he didn't go ahead with the robbery?

QUESTION: Anything else you can think of?

. . . . . .

MRS. CECIL ALBRIGHT, 72 YEAR OLD WIDOW WHO WAS WAITING TO BE SERVED BY MEG BROWN

QUESTION: Mrs. Albright, what .....

QUESTION: O.K. We'll make it just as brief as possible. Where were you when you first spotted the suspect?

QUESTION: Abbie's for bridge?

MRS. CECIL ALBRIGHT INTERVIEW (continued)

QUESTION: O.K. Fine. Where were you when you spotted him again?

QUESTION: Did you happen to notice the time?

QUESTION: Are you certain?

QUESTION: Fine. Now tell me all you can about him.

QUESTION: Was the hood up or down?

QUESTION: Did he have a gun?

QUESTION: Thanks for your time, Mrs. Albright. And good luck with your bridge. Oh, one more thing, did he have anything on his hands?

JAKE KOWALCZYK, A 50 YEAR OLD PLUMBER,
WHO WAS COMING IN THE DOOR AT THE TIME THE SUSPECT
WAS COMING TOWARD THE DOOR TO LEAVE

QUESTION: Where were you when you first spotted the suspect?

QUESTION: Please describe it.

QUESTION: What do you mean by "what you could see of his face?"

QUESTION: Anything else?

QUESTION: What did it look like?

QUESTION: Anything else you noticed? His height, weight? Could you say how old he was?

QUESTION: Did you see him after he left the bank?

QUESTION: Do you know what the time was?

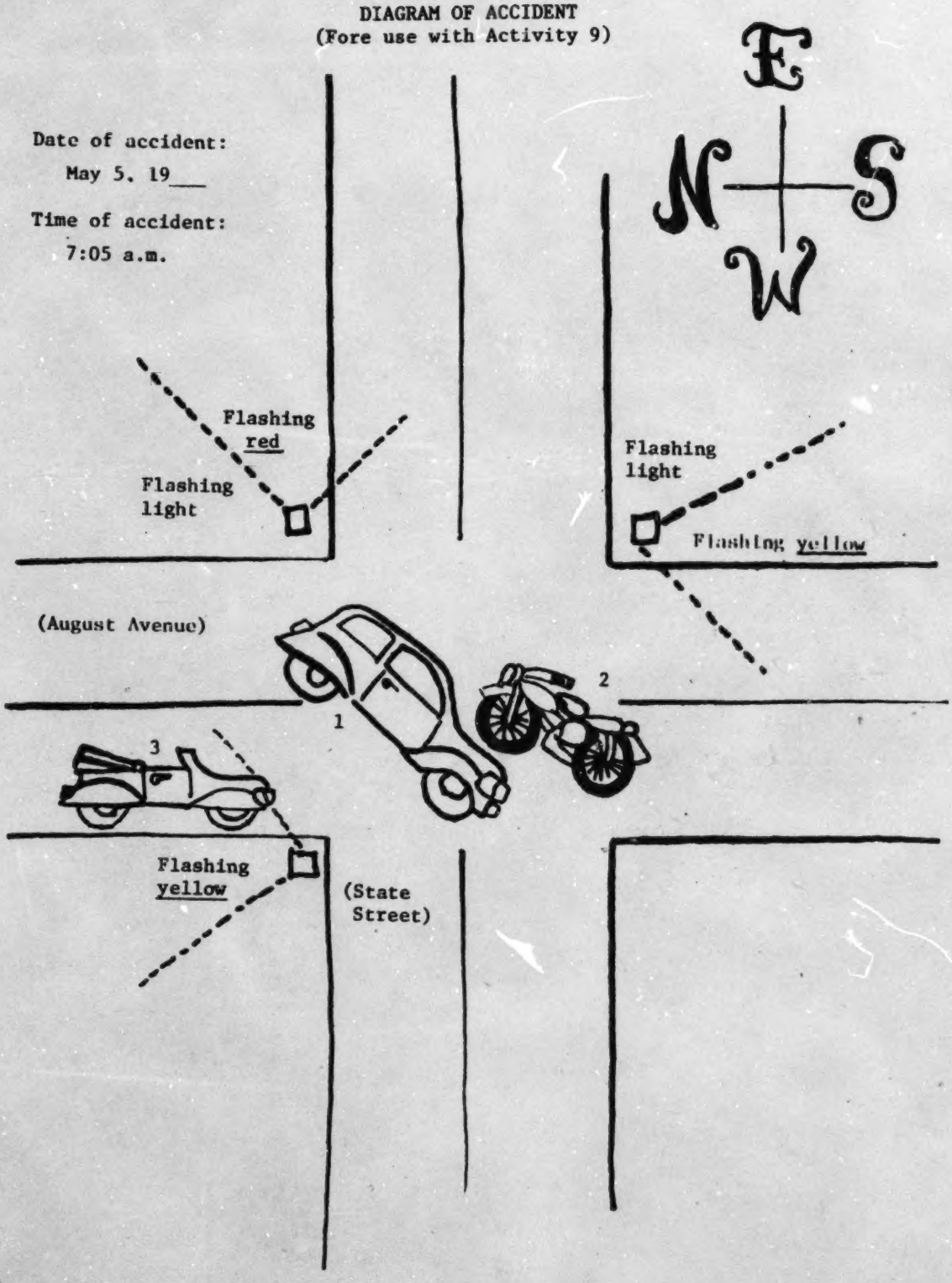
QUESTION: O.K., that will be all. Thanks a lot. We may be in touch.

ACTIVITY 7 HOW MANY DETAILS CAN YOU OBSERVE AND REMEMBER?

HOW MANY DETAILS CAN YOU OBSERVE AND REMEMBER? (For use with Activity 7.)

1. How many people are visible?
2. Is an apartment vacant?
3. Of the children watching the pizza man, is the middle one the shortest?
4. The middle child has a floral shirt. True or false?
5. Did you get the license number of the car?
6. What unusual characteristic distinguishes the cat?
7. What is the street and number of the pet store?
8. Why can't the lady take her baby into the pet store?
9. The curtains in the upper left window are striped. True or false?
10. What do Al, Pete, Pat, and Ike have in common?

DIAGRAM OF ACCIDENT
(Fore use with Activity 9)



INSIDE THE LAW - PRETEST AND POST TEST

TRUE OF FALSE

_____ 1. The FBI will not accept a person on their staff who has a prior criminal record.

_____ 2. You may join the FBI regardless of race, creed or color.

_____ 3. The FBI does not hire women as agents.

_____ 4. You are not required to take a loyalty oath to join the FBI.

_____ 5. As an FBI special agent, you may choose to work in any city in the United States.

_____ 6. The city Police Department is not interested in community relations.

_____ 7. The city Police Department can make arrests on the freeway.

_____ 8. The police officer is forced to make difficult decisions many times.

_____ 9. All police officers wear uniforms.

_____10. While on duty, a CHP man might pose for tire commercials on TV.

_____11. The CHP makes a commission on the tickets it gives out.

_____12. The CHP or a city police officer will use a gun if you run away from them when they tell you to stop.

_____13. The FBI, if they accept you as an agent, will send you right out to get on-the-job training.

_____14. The life of an agent is always filled with excitement.

_____15. In the FBI you will always be your own boss on your own cases.

1. T 2. T 3. F 4. F 5. F 6. F 7. T 8. T 9. F 10. F 11. F 12. F 13. F 14. F 15. F

STOLEN BICYCLE REPORT

Submit in Triplicate

POLICE DEPARTMENT

VICTIM			CASE #
ADDRESS	PHONE NO.	BUSINESS NO.	SCHOOL
STOLEN FROM (LOCATION)	DATE & TIME OCCURRED		DATE & TIME REPORTED
MAKE	FRAME NO.	LICENSE NO.	VALUE
BOYS GIRLS	WHEEL SIZE: 16" 20" 24" 26" 27"		AGE OF BICYCLE

FRAME COLOR	TRIM COLOR	SADDLE TYPE & COLOR
BRAKE TYPE HAND/ FOOT/ COMB. OF BOTH	TYPE OF TIRES (SLICKS, ETC.)	WHITEWALL TIRES YES NO
TYPE OF LOCK CHAIN/ SHANK/ COMBINATION/ KEY	WAS BIKE LOCKED? YES NO	TYPE OF HANDLE BARS
HANDLE BAR GRIPS COLOR	NUMBER OF GEAR SPEEDS	LOCATION OF GEAR SELECTOR
FRONT FENDER COLOR	REAR FENDER COLOR	HEAD LIGHT YES NO
REFLECTOR YES NO	BASKET FRONT REAR	BOOK RACK FRONT REAR

REMARKS – OTHER UNUSUAL MARKS, DECALS, REPAINTING, WELDS, ETC., USEFUL IN IDENTIFICATION.

WITH (REPORTING OFFICER(S))	BADGE	DIVISION	BEAT OF OCC.	INVESTIGATING OFFICER

PD-477 (6-71)

• POLICE DEPARTMENT

MISSING PERSON REPORT

(Submit in duplicate)

☐ ADULT ☐ JUVENILE (under 18 years)

CASE NO.

MISSING PERSONS NAME	SEX	RACE	AGE	DATE LEFT HOME	DATE REPORT

/ ESS (PRESENT)	FORMER ADDRESS	DIV. REPORTING

OCCUPATION	WHERE EMPLOYED (EMPLOYER OF PARENT FOR JUVENILE)	RES. PHONE	BUS. PHONE	EXT.

LAST SEEN BY: RELATIONSHIP	LAST SEEN AT: (LOCATION)	DATE	TIME

PROBABLE DESTINATION	MONEY CARRIED $	BANK ACCOUNTS (WHERE) ☐ YES ☐ NO

CREDIT CARDS CARRIED	WHY MISSING	MENTAL CONDITION

DATE OF BIRTH MO. DAY YEAR	HEIGHT	WEIGHT	HAIR	EYES	COMPLEXION	PHOTO RECEIVED ☐ YES ☐ NO

MARKS, SCARS, OR PHYSICAL DEFECTS

MARITAL STATUS ☐ SING. ☐ DIV. ☐ MAR. ☐ SPOUSE DECEASED

DESCRIBE UNUSUAL DENTAL CONDITION, INCLUDING THE NAME OF DENTIST.

CLOTHING WORN

(FRIENDS/NEIGHBORS/RELATIVES WITH POSSIBLE INFORMATION)	PHONE
①	
②	PHONE

VEH. USED BY MISSING PERSON	VEH. MAKE	YEAR	BODY TYPE	COLOR	LIC. NO.	YEAR	STATE	OTHER IDENTIFYING MARKS

EVER MISSING BEFORE (DATES) ☐ YES ☐ NO	RELIGION	SCHOOL, IF ATTENDING

R. JRTED BY: NAME AND RELATIONSHIP	ADDRESS	HOME PHONE	BUS. PHONE	EXT.

FATHERS NAME	ADDRESS	HOME PHONE	BUS. PHONE	EXT.

MOTHERS NAME	ADDRESS	HOME PHONE	BUS. PHONE	EXT.

SPOUSE	ADDRESS	HOME PHONE	BUS. PHONE	EXT.

DETAILS: PROBABLE DESTINATIONS: NAMES, ADDRESSES OF FRIENDS OR RELATIVES: FAMILY ARGUMENT, POSS. COMPANIONS, ETC.

PATROL BEAT OF MISSING PERSONS PRESENT ADDRESS.

OFFICER	BADGE	TIME	INVESTIGATING OFFICERS

25

FORM PD-247 (REV. 12-...)

VICTIM INDEMNIFICATION NOTICE REQUIRED: YES ☐ NO ☐

POLICE DEPARTMENT CRIME REPORT

CASE NO.

(LEAVE ANY SPACE NOT APPLICABLE TO SPECIFIC CRIME BLANK)

TYPE OF CRIME (CHK OFFENSE ONLY)

DATE AND TIME REPORTED	FIRM NAME, IF COMMERCIAL CRIME	LOCATION OF OCCURRENCE (OR ADDRESS)

OCCURRENCE: MONTH	DATE	YEAR	DAY OF WK.	TIME	DAYLIGHT ☐ DARKNESS ☐ UNKNOWN ☐	TYPE OF LOCATION

VICTIM'S NAME	RESIDENCE ADDRESS	RESIDENCE PHONE	BUSINESS PHONE	EXT.

VICTIM'S OCCUPATION, BUSINESS NAME, AND ADDRESS	VICTIM ADVISED TO CONTACT DETECTIVES ☐ YES ☐ NO	VICTIM'S CONDITION	RACE	SEX	AGE

PERSON REPORTING CRIME TO POLICE DEPT.	RESIDENCE ADDRESS	RESIDENCE PHONE	BUSINESS PHONE	EXT.
PERSON WHO SECURED PREMISES	RESIDENCE ADDRESS	RESIDENCE PHONE	BUSINESS PHONE	EXT.
PERSON WHO DISCOVERED CRIME	RESIDENCE ADDRESS	RESIDENCE PHONE	BUSINESS PHONE	EXT.
WITNESS' NAME (OTHER THAN ABOVE)	RESIDENCE ADDRESS	RESIDENCE PHONE	BUSINESS PHONE	EXT.
	RESIDENCE ADDRESS	RESIDENCE PHONE	BUSINESS PHONE	EXT.

POINT WHERE ENTRANCE WAS MADE:	INVESTIGATIVE OR LAB PERSONNEL NOTIFIED (NAME):
METHOD USED TO GAIN ENTRANCE:	EXACT WORDS USED BY SUSPECT:
TOOLS, WEAPON, OR FORCE USED: (EXPLAIN)	
EXACT LOCATION OF PROPERTY WHEN STOLEN:	WHERE WERE OCCUPANTS AT TIME OF OFFENSE?
APPARENT MOTIVE - TYPE OF PROPERTY TAKEN OR OBTAINED:	TRADEMARK OF SUSPECT(S) - ACTIONS OR CONVERSATIONS:
VEHICLE USED BY SUSPECT(S) - YEAR, MAKE, BODY TYPE, COLOR, LICENSE NUMBER, AND ANY OTHER IDENTIFYING MARKS:	
IDENTIFY SUSPECTS ARRESTED BY NAME, BOOKING NUMBER AND CHARGE(S).	LIST OTHER SUSPECTS HERE ONLY IF ARREST WARRANTED..... OTHERWISE LIST BELOW.

VALUE OF PROPERTY	
CASH, NOTES	$
JEWELRY, PREC. MET.	$
FURS	$
CLOTHING	$
OFFICE EQUIPT.	$
TV, RADIOS, CAMERAS	$
FIREARMS	$
HOUSEHOLD GOODS	$
CONSUMABLE GOODS	$
LIVESTOCK	$
MISC.	$
TOTAL	$

DETAILS: DESCRIBE EVIDENCE: SUMMARIZE DETAILS NOT GIVEN ABOVE: ITEMIZE AND DESCRIBE ANY PROPERTY OBTAINED, INCLUDING SERIAL NUMBER AND VALUE: UNDERLINE PROPERTY WITH SERIAL NUMBER.

THIS REPORT CONTAINS PROPERTY WITH SERIAL NUMBERS: ☐ YES ☐ NO

LOCATION WHERE REPORT TAKEN	EVIDENCE OR PROPERTY IMPOUNDED ☐ YES ☐ NO	PROPERTY TAG NUMBER(S)

INVESTIGATING OFFICER(S)	BADGE	DIV.	APPROVED	BEAT OF OCC.	DETECTIVE(S) ASSIGNED

PD-250 (REV. 6-70)	USE FORM PD-153 FOR ADDITIONAL INFORMATION IF NEEDED	ADDITIONAL FORM USED: YES ☐ NO ☐	TYPE OF CRIME

26 30